**Malden High School**

**Through the Looking Glass: Perception& Reflection**

**Academic Year 2015-2016**

**Instructor:** Robin Doherty **Course Number**:#00432, #00433

rdoherty@maldenos.org **Room:** J378

**Student Supplies Required:**

1½” to 2” 3-ring binder 3-ring paper, pens & pencils White Lined Paper 5 Dividers

**Course Description:**

How do the environments that we grow up in affect our perspectives? How does an individual resist culture and tradition?   How does a person’s perception influence his or her understanding of a text? Why is it important to try to see ideas from another person’s perspective? What does the author want us to see? What new insights have been generated? In this course we will explore these questions through different literary genres (i.e. novels, short stories, and nonfiction). Quarterly topic titles include Global Awareness, War, Gender and Identity, and Fantasy as a Reflection of Reality. The goal is to help students attend to author's purpose, appreciating stories as providing the "looking glass" to see the lives of others and simultaneously for better self-reflection. Some texts will include ***The Kite Runner***, ***Alice Bliss***, and ***Hamlet.*** In addition to reading and responding to these novels as a class, students will read and discuss related nonfiction and additional works for independent reading and book clubs. There will also be a cinema component to the class, to include films ranging from *Slumdog Millionaire, The Giver,* and *Alice in Wonderland*. Writing assignments will include the senior essay, literary analysis, creative projects, the use of "new media" and the completion of the senior research paper and writing portfolio. Students wishing to acquire honors level credit for the course will complete additional readings and critical review of selected authors’ work.

**Instructional Philosophy**:

My goal is to create a 21st century classroom community of learners that work together and respect each other’s thoughts and ideas. Through the course of the year, students will develop their writing skills, become active readers, and self motivated, independent learners. My ultimate goal is to provide my students with the 21st century literacy skills necessary for success in their chosen pathways after graduation.

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| Writing | First Semester | Second Semester |
| Skills Emphasis | Reflective writing and the college essay  Continue working on the critical essay about literature, with emphasis on closer reading of texts, connecting themes from multiple texts  Persuasive writing on demand  Detail, style, voice  Review fundamentals as needed | Continue work on the critical, personal and persuasive essays  Metacognitive writing about the student’s own thought process  Writing a substantial research paper |
| Assessments | Common Assessments: Reflective personal essay(the college essay) | Common Assessments:  MLA-style research paper  Senior Writing Portfolio |
| Activities |  |  |

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| Reading | First Semester | Second Semester |
| Skills Emphasis | Active reading strategies for comprehension, interpretation, and analysis of literature of whole class and independent reading texts  Continue study of literary techniques  Making connections between technique and theme  Using critical lenses to approach literature  Learning vocabulary from context | Continue active reading techniques, connections between literary techniques and theme, use of criticism  Strategies for reading Shakespeare; emphasis on dramatic form  Authorial styles and literary merit  Learning vocabulary from context |
| Assessments | Common Assessment: Reader’s Notebook |  |
| Activities | Use of interpretation techniques such as SOAPStone  A variety of reading strategies such as post-it notes, dialectical journals, and literature circle role sheets  Library orientation/visits  Literature Circles | Examining elements of performance  Continue and refine use of reading strategies  Close reading and writing for understanding.  Literature Circles |

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| Speaking and Listening | First Semester | Second Semester |
| Skills Emphasis | Public speaking  Models of discussion/debate  Using rhetorical strategies  Identifying and making kinds of arguments | Continue emphasis on discussion/debate  Public speaking/recitation  Elementary acting |
| Assessments | Student-run discussions & Socratic seminars  Presentations | Shakespeare performance  Poetry performance  Student-run discussion & Socratic seminars  Presentations |
| Activities | Small and large group discussions  Practice of skills | Listening to poetry reading  Practice of skills |

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| Study Skills | First Semester | Second Semester |
| Skills Emphasis | Using agenda book  Organization  Time Management  Study strategies/techniques | Continue all |
| Assessments | Homework  Long range assignments  Participation | Homework  Long range assignments  Participation |
| Activities | Identifying and implementing study strategies  Taking notes | Identifying and implementing a personal study strategy |

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| Research | First Semester | Second Semester |
| Skills Emphasis | Use and integration of direct textual evidence  Plagiarism  MLA citations  Paraphrasing/summarizing  Formatting papers | Planning and executing the research project  Outlining  Revision |
| Assessments | Assessed through writing projects | Research project using multiple sources |
| Activities | Examining writing models to understand textual evidence | Library and computer lab visits |

**Grading Policy:**

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| Grading Area | Percentage of Quarterly Grade |
| Major Writing Assignments and Assessments | 40 |
| Homework (may include reader’s notebook entries) | 15 |
| Participation(graded discussions and Socratic Seminars, daily participation) | 15 |
| Quizzes and open responses | 15 |
| Reader’s Notebook | 15 |

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| **Grade** | **Scale** | **Description of work** |
| A | 90-100 | Work consistently demonstrates an exceptional level of quality and effort. All work is in on time and completed to exceed expectations. Work demonstrates mastery of many of the skills of the course. |
| B | 80-89 | Work consistently demonstrates good quality and effort. All work is in on time and complete. Work demonstrates progression towards mastery of the skills of the course. |
| C | 70-79 | Work demonstrates average quality and effort. Work demonstrates some progression towards mastery of the skills of the course. |
| D | 60-69 | Work demonstrates minimal quality and effort. Some assignments may be late. Work demonstrates minimal progression towards mastery of the skills of the course. |
| E | Below 60 | Work demonstrates poor quality and effort. Work demonstrates little progression towards mastery of the skills of the course. |